Refining for Results
Part II. Forms & Resources

**School Readiness Program
Request for Funding-Cycle 2
Released February 1, 2006**

FIRST5 CALIFORNIA

![FIRST 5 CALIFORNIA logo]

**School Readiness Program
Request for Funding
Released February 1, 2006**

Forms and Resources

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7. Preliminary School Readiness Menu of Outcomes and Indicators
8. County SR Allocation Table
9. Small County Augmentation Project-County Funds Due
10. First 5 Annual Report Glossary

School Readiness Program
Application Checklist

Please use this checklist to assure that you have included all of the required components of the SR application package. To prevent delays associated with State requests for additional information, confirm that each component is complete and signed as requested (if applicable). *Please do not include attachments other than those requested.*

☐   Coversheet (Form 1)

☐   Narrative (No more than 14 pages)

- ❑   Background (No more than 2 pages)
- ❑   Needs Assessment Updates (No more than 2 pages)
- ❑   Explanation of Changes & Rationale (No more than 2 pages)
- ❑   Program Description (No more than 8 pages)
- ❑   Evaluation Design (No more than 3 pages)

☐   SR Evidence-based Practices by Result Area (Form 2)

☐   Logic Models (at least one for each of the Statewide Evaluation Result Areas, addressing a least one—though more are recommended—outcome per Result Area) (Form 3)

Budget
☐	Form 4	SR Funding Source and Amount
☐	Form 5	Budget by Accounting Classification & Narrative
☐	Form 6	County Coordination Funds Budget & Narrative
☐	Form 7	Estimated Numbers to be Served

Partner Agreements
☐	Form 8	Collaborator/Partner List (include MOUs/written collaborative agreements for each listed)
☐	Form 9	Participating School(s) List

☐   Program Profile (Form 10)

☐   Small County Augmentation Project Certification (if applicable) (Form 11)

☐   Request for Cycle 2 County Coordination Funds (Form 12)

<table>
<tr><td colspan="2" align="center">**School Readiness Program**
Application Cover Sheet</td></tr>
</table>

Return to:
First 5 California
501 J Street; Suite 530
Sacramento, CA 95814
Attn: School Readiness Partnerships Office

> **Due no later than 5:00 P.M. (early submissions are encouraged)**
> ☐ **April 3, 2006**
> ☐ **January 20, 2007**
> ☐ **January 20,2008**

Application Information

		Amount of State First 5 CA Match Funds Requested (4-year total):
For State FIRST 5 CALIFORNIA Use		$

Name of County Commission:

Executive Director:		Contact Person:	
Address:		Address:	
City:	Zip Code:	City:	Zip Code:
Phone:	Email:	Phone:	Email:

County Commission Signature (Provide an original signature below)

Agreements and Certifications:
The County Commission agrees to collect and report additional information and data that will be necessary for the evaluation of, and ongoing reporting on, the School Readiness (SR) Programs; consistent with the Statewide Research and Evaluation Framework adopted by First 5 California in 2005, as updated.

The County Commission agrees to provide coordination and monitoring of its funded SR Programs and acknowledges that failure to submit timely and accurate program or fiscal reports or failure to fully participate in the Statewide Evaluation, will result in a reduction of County Coordination Funds and SR Program Funds provided to the county. The County Commission agrees to participate in audits conducted by the State or its designee and to comply with all program requirements defined in this RFF and all other SR Program policies established subsequent to the RFF.

I certify that all State and County First 5 Funds will be used only to supplement existing levels of service and not to fund existing levels of service. No moneys shall be used to supplant state or local General Fund money for any purpose, pursuant to Revenue and Taxation Code section 30131.4.

I certify that the required $1: $1 local cash match will be expended per fiscal year as described in this application and that no State funds will be used for fixed assets or capital improvements (See First 5 California Memo No. 01-04 and No. 01-06 at www.ccfc.ca.gov).

County Commission Chair's Name (PRINT)	Signature	Date

FIRST 5
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School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

School Readiness Program—Evidence-based Practices by Result Area

Result Area	Cycle 1 Practices – List all current practices in this result area (note Deleted Practices in shaded area with an X)		Cycle 2 Practices – List Only newly added practices for this result area	Brief Reason for Inclusion in Cycle 2	Desired Outcomes (per Menu of Outcomes and Indicators)
Select one ☐ Improved Family Functioning ☐ Improved Child Development ☐ Improved Health ☐ Improved Systems of Care					

Instructions:

Column 1-Identify Statewide Evaluation Result Area. **Please complete one form for each Result Area (4)**.

Column 2-Cycle 1 includes continuing practices from Cycle 1 plus those practices that have been deleted for the noted reasons.

Column 3-Cycle 2 contains only those **new** practices that have been added.

Column 4-Must be completed even with continuing practices

Column 5-Please refer to the SR Menu of Outcomes and Indicators

FIRST5 CALIFORNIA

School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

School Readiness Program—Evidenced-based Practices by Result Area

Result Area	Cycle 1 Practices – List All current practices in this result area (note Deleted Practices in shaded area with an X)		Cycle 2 Practices – List Only newly added practices for this result area	Brief Reason for Inclusion in Cycle 2	Desired Outcomes (per Menu of Outcomes and Indicators)
Select one X Improved Family Functioning	Home Visitation	X	PAT	Moved to research based practice with a validated curriculum to meet desired outcome	Parents provide nurturing and positive emotional support to their children
	Even Start- Family Literacy			Program was achieving desired outcomes	Families are self-sufficient
☐ Improved Child Development					
☐ Improved Health	Job Fair	X	CBET	Better targeted service with quality standards	Families are self-sufficient
☐ Improved Systems of Care					

Instructions:

Column 1-Identify Statewide Evaluation Result Area. **Please complete one form for each Result Area (4).**
Column 2-Cycle 1 includes continuing practices from Cycle 1 plus those practices that have been deleted for the noted reasons.
Column 3-Cycle 2 contains only those **new** practices that have been added.
Column 4-Must be completed even with continuing practices
Column 5-Please refer to the SR Menu of Outcomes and Indicators

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Form 3 CHART FORMAT/INSTRUCTIONS (SUBMIT FORM 3 IN TABLE OR CHART FORMAT)

School Readiness Program Logic Model

Complete at least 1 logic model per Statewide Evaluation Result Area, addressing at least 1 outcome per result area.

Result Area: Identify Result Area					
Outcomes	**Community Needs**	**Services**	**Evidence-based Practices**	**Indicators**	**Data Sources**
List all outcomes that you will track locally that represent your complete SR Program; and identify those that you will report to the State. Source: SR Menu of Outcomes and Indicators **Attachment 7**	List all the identified community needs to be addressed within this result area. Source: Local Needs Assessment Processes and Data	List all services you will provide to achieve outcomes within this result area. Source: First 5 Annual Report Glossary **Attachment 10**	List all the practices you will employ in this result area. Source: Evidence-Based Practices and Resources Chart **Attachment 6**	List all indicators you will track in relation to the outcomes selected within this result area; identify those that you will report to the State. Source: SR Menu of Outcomes and Indicators **Attachment 7**	List all data you will collect and report to the State in relation to the outcomes and indicators selected within this result area. Source: SR Menu of Outcomes and Indicators **Attachment 7**

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School Readiness Program Logic Model
Indicate Result Area:_____

OUTCOMES	COMMUNITY NEEDS	SERVICES	EVIDENCE-BASED PRACTICES	INDICATORS	DATA SOURCES

School Readiness Program Logic Model

Complete at least 1 logic model per Statewide Evaluation Result Area, addressing at least 1 outcome per result area.

Result Area: Improved Child Development

Outcomes	Community Needs	Services	Evidence-Based Practices	Indicators	Data Sources
Children Participate in Early Education Programs _____ Children Enter Kindergarten Ready for School	Preschool spaces for children in low-income communities: -Safe -High Quality -Geographically Accessible -Linguistically and Culturally Appropriate _____ Age appropriate assessments for the entire spectrum of children 0-5	Preschool for 3 and 4 year olds _____ Comprehensive Screening and Assessments	ECERS High Scope _____ Special Needs Project Protocol DRDP	Number and percentage of children ages 3-5 that regularly attend a nursery school, preschool, pre-kindergarten, or Head Start program by the time of kindergarten entry. _____ Number and percentage of children entering Kindergarten ready in the areas of cognitive, social, emotional, language, approaches to learning, and health-physical development.	Client level intake data with 6-month follow-ups and at termination of SR services Program & administrative records; or parent reports _____ Screening by nurses and teachers Child assessment by teachers and parent interviews

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School Readiness Program Logic Model

Indicate Result Area: __Improved Child Development__

OUTCOMES	COMMUNITY NEEDS	SERVICES	EVIDENCE-BASED PRACTICES	INDICATORS	DATA SOURCES
Children Participate in Early Education Programs	Preschool spaces for children in low-income communities: -Safe -High Quality -Geographically Accessible -Linguistically and Culturally Appropriate	Preschool for 3 and 4 year olds	ECERS High Scope	Number and percentage of children ages 3-5 that regularly attend a nursery school, preschool, pre-kindergarten, or Head Start program by the time of kindergarten entry.	Client level intake data with 6-month follow-ups and at termination of SR services Program & administrative records; or parent reports
Children Enter Kindergarten Ready for School	Age appropriate assessments for the entire spectrum of children ages 0-5	Comprehensive Screening and Assessments	Special Needs Project Protocol DRDP	Number and percentage of children entering Kindergarten ready in the areas of cognitive, social, emotional, language, approaches to learning, and health-physical development.	Screening by nurses and teachers Child assessment by teachers and parent interviews

School Readiness Program
SR Funding Source and Amount
(Please list all In Kind Partners on Form 8)

The dollar amounts shown here reflect the funds being received from First 5 California and those cash dollars received by either the County Commission or other local partners. Indicate funding source by state fiscal year (July 1-June 30) of Cycle 2. Do not include in-kind contributions here.

SR Program Name:

Funding Source		(1)FY _____	(2)FY _____	(3)FY _____	(4)FY _____	CYCLE 2 TOTAL ALLOCATION
A. County Commission						
B. Funding Partners (identify):	Indicate with an X, those funds that go directly to/through the Commission					
1.						
2.						
3.						
4.						
5.						
Total Local Funding (A+B) Cash Match						
C. Small County Augmentation Redirection (See Attachment 9)						
Total Local Funds ((A+B)-C)						
D. State Commission Funding						
Total All School Readiness Funding (((A+B)-C)+D)						

The local match requirement is 1:1 (at least $1.00 local cash match for every $1.00 of State First 5 California funds).
Please note if local partners forfeit funding, the County is responsible for all local cash match.
Annual funding and budget totals on Forms 4 and 5 should equal one another.

School Readiness Program
SR Funding Source and Amount
(Please list all In Kind Partners on Form 8)

The dollar amounts shown here reflect the funds being received from First 5 California and those cash dollars received by either the County Commission or other local partners. Indicate funding source by state fiscal year (July 1-June 30) of Cycle 2. Do not include in-kind contributions here.

SR Program (or System) Name:

Funding Source		(1)FY 06/07	(2)FY 07/08	(3)FY 08/09	(4)FY 09/10	CYCLE 2 TOTAL ALLOCATION
A. County Commission		$100,000	$100,000	$100,000	$100,000	$400,000
B. Funding Partners (identify):	Indicate with an X, those funds that go directly to/through the Commission					
1. Head Start		$100,000	$100,000	$100,000	$100,000	$400,000
2. ABC	X	$10,000	$10,000	$10,000	$10,000	$40,000
3. IT Inc.	X	$25,000	$25,000	$25,000	$25,000	$100,000
4. Rotary	X	$2,000	$2,000	$2,000	$2,000	$8,000
Total Local Funding (A+B) Cash Match		$237,000	$237,000	$237,000	$237,000	$948,000
C. Small County Augmentation Redirection						
Total Local Funds ((A+B)-C)						
D. State Commission Funding		$168,750	$168,750	$168,750	$168,750	$675,000
Total All School Readiness Funding (((A+B)-C)+D)		$405,750	$405,750	$405,750	$405,750	1,623,000

The local match requirement is 1:1 (at least $1.00 local cash match for every $1.00 of State First 5 California funds).
Please note if local partners forfeit funding, the County is responsible for all local cash match.
Annual funding and budget totals on Forms 4 and 5 should equal one another.

School Readiness Program
Annual Budget by Expenditure Classification

County Commission:		Applying SR Program:			

	Amount of State and Local Funds Budgeted				
Budget Categories (List Detail) See GFOA Financial Management Guide for budget category definitions	Program Year 1 FY _____			Program Year 2 FY _____		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services						
2. Benefits						
3. Materials and Supplies						
4. Contractual Services						
5. Capital Improvements ($0 for state funds)						
Total Annual Budget						

Note: a budget narrative that clearly describes each line item in detail must accompany this form. Please see sample.
Annual funding and budget totals on Forms 4 and 5 should equal one another.

FIRST5 CALIFORNIA
School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

School Readiness Program
Annual Budget by Expenditure Classification

County Commission:			Applying SR Program:		

	Amount of State and Local Funds Budgeted					
Budget Categories (List Detail) See GFOA Financial Management Guide for budget category definitions	Program Year 3 FY _____			Program Year 4 FY _____		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services						
2. Benefits						
3. Materials and Supplies						
4. Contractual Services						
5. Capital Improvements ($0 for state funds)						
Total Annual Budget						

Note: a budget narrative that clearly describes each line item in detail must accompany this form. Please see sample.
Annual funding and budget totals on Forms 4 and 5 should equal one another.

FIRST5
CALIFORNIA
School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

School Readiness Program
Annual Budget by Expenditure Classification

County Commission: **Applying SR Program:**

Amount of State and Local Funds Budgeted

Budget Categories (List Detail) See GFOA Financial Management Guide for budget category definitions	Program Year 1 FY 06/07			Program Year 2 FY 07/08		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services	**140,000**	**45,000**	**185,000**	**147,000**	**47,250**	**194,250**
Program Coordinator	75,000	0	75,000	78,750	0	78,750
Outreach Worker	0	45,000	45,000	0	47,250	47,250
Health Program Specialist	65,000	0	65,000	68,250	0	68,250
2. Benefits	**21,000**	**6,750**	**27,750**	**22,049**	**7,087**	**29,136**
Program Coordinator	11,250	0	11,250	11,812	0	11,812
Outreach Worker	0	6,750	6,750	0	7,087	7,087
Health Program Specialist	9,750	0	9,750	10,237	0	10,237
3. Materials and Supplies	**6,000**	**7,000**	**13,000**	**2,000**	**1,000**	**3,000**
Computer Equipment	4,000	5,000	9,000	0	0	0
Office Supplies	2,000	2,000	4,000	2,000	1,000	3,000
4. Contractual Services	**55,000**	**110,000**	**165,000**	**65,951**	**113,413**	**179,364**
Evaluator	25,000	50,000	75,000	25,000	50,000	75,000
Dental Van and Services	30,000	60,000	90,000	30,000	60,000	90,000
Collateral Development Firm	0	0	0	10,951	3,413	14,364
5. Capital Improvements ($0 for state funds)	**15,000**		**15,000**	**0**		**0**
Bungalow offices	15,000		15,000	0		0
Total Annual Budget	**$237,000**	**$168,750**	**$405,750**	**$237,000**	**$168,750**	**$405,750**

School Readiness Program
Annual Budget by Expenditure Classification

County Commission: **Applying SR Program:**

Amount of State and Local Funds Budgeted

Budget Categories (List Detail) See GFOA Financial Management Guide for budget category definitions	Program Year 3 FY 08/09			Program Year 4 FY 09/10		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services	**154,352**	**49,612**	**203,934**	**162,069**	**52,093**	**214,162**
Program Coordinator	82,690	0	82,660	86,824	0	86,824
Outreach Worker	0	49,612	49,612	0	52,093	52,093
Health Program Specialist	71,662	0	71,662	75,245	0	75,245
2. Benefits	**23,152**	**7,442**	**30,594**	**24,311**	**7,814**	**32,125**
Program Coordinator	12,403	0	12,403	13,024	0	13,024
Outreach Worker	0	7,442	7,442	0	7,814	7,814
Health Program Specialist	10,749	0	10,749	11,287	0	11,287
3. Materials and Supplies	**2,000**	**1,000**	**3,000**	**2,000**	**1,000**	**3,000**
Computer Equipment	0	0	0	0	0	0
Office Supplies	2,000	1,000	3,000	2,000	1,000	3,000
4. Contractual Services	**57,496**	**110,696**	**168,192**	**48,620**	**107,843**	**156,463**
Evaluator	25,000	50,000	75,000	25,000	50,000	75,000
Dental Van and Services	20,000	50,000	70,000	17,000	48,057	65,057
Mobile Book Project	12,496	10,696	23,192	6,620	9,786	16,406
5. Capital Improvements ($0 for state funds)	**0**		**0**	**0**		**0**
Bungalow offices	0		0	0		0

ABC School Readiness Program
FY 1 Budget Narrative by Expenditure Classification
(Sample)

The First 5 County Commission will continue its commitment to the ABC SR Program. The continued development of the ABC School Readiness Program, in partnership with the First 5 County, and other local county SR partnerships and services has resulted in a comprehensive SR program that provides a multilayered, family focused, strength-based program. The ABC SR Program continues to be an important part of the First 5 County strategic plan as well as meeting the assessed need of the counties 0-5 children and families. We hope to continue this strong partnership with all our partners in providing direct services to our youngest children and continue to create opportunities for leveraging.

A.   Four-Year Total Revenue Budget $1,623,000

First 5 County Cash Match (4-year total) $400,000

Local Partner Cash Match (4-year total) $548,000

First 5 CCFC SR Funds (4-year total) $675,000

B.   FY 1 Annual Budget $405,750

First 5 County Cash Match $100,000

Local Partner Cash Match $137,000

First 5 CCFC SR Funds $168,750

Budget narrative for FY 1 by expenditure classification:

1. **Personnel Service**   **Total $185,000**

Program Coordinator
Outreach /Home Visitor

Health Program Specialist/Nurse

The ABC School Readiness Program has hired:
SR Program Coordinator at a salary of $75,000 and benefits at $11,250 to be paid for by First 5 County.
Outreach/Home Visitor (PAT) at a salary of $45,000 and benefits at $6,750 paid for by CCFC State funding. Home visitor will visit at least 15-20 families per month.
Health Program Specialist/Nurse will be hired to provide immunizations and annual physical exams for children 0-5. The salary is $65,000 and benefits at $9,750 to be paid for by the First 5 County.

2. **Benefits**   **Total $27,750**

        SR Program Coordinator
        Outreach /Home Visitor
        Health Program Specialist/Nurse
See above description.

3. **Materials and Supplies**   **Total $13,000**
        Computer Equipment
        Office Supplies

            Office supplies for SR Coordinator, Home Visitor, and Health Specialist.
        Total $13,000 - $6000 paid by First 5 County and $7000 paid for by State CCFC.

4. **Contractual Services**   **Total $165,000**

Evaluation Excellence, an evaluation firm at a cost of $75,000 Total.
$25,000 paid by First 5 County and $50,000 by CCFC State funding.

Smiles for Miles contract at a cost of $90,000 Total.
$30,000 paid by the First 5 County and $60,000 by CCFC State funding. This amount will partially fund a dentist, a dental assistant, caries prevention and treatment, supplies, gas /mileage, and promotional material. IT Inc. and XYZ Foundation are funding the remainder of the costs for the dental van.

<u>Evaluator</u>

Contract with firm Evaluation Excellence. For the provision of local evaluation services specific to ACB SR Program, includes the local evaluation design, data collection tool development, data collection and analysis, and evaluation report development and dissemination.

<u>Dental Van and Services</u>

Contract with Smiles for Miles. For the provision of mobile van services for children 0-5 served by ABC SR Program, includes monthly visits to 6 family childcare and 10 preschool sites in the program's catchment area. Funds a dentist, dental assistant, carry prevention and treatment supplies, gas/mileage, and promotional materials.

5. **Capital Improvements**   **Total $15,000**

The First 5 County is paying $15,000 rent for one bungalow office.

Please note this narrative sample only includes one fiscal year, however a four-year budget narrative is required.

 Also note that the numbers provided in the Sample Budget were given as an example and do not reflect actual costs for Programs mentioned. Actual costs may vary.

School Readiness Program
County Coordination Funds
Budget By Line Item
(Also provide a budget narrative that addresses how the amount in each line item was derived)

County Commission:	Applying SR Program:			
	Amount of County Coordination Funds Budgeted			
Line Items	Program Year 1 FY _____	Program Year 2 FY _____	Program Year 3 FY _____	Program Year 4 FY _____
1. SR County/Program Management* **(e.g., operations, planning)**				
2. SR County/Program Services				
3. SR County/Program Evaluation				
TOTAL COUNTY COORDINATION BUDGET				

*If any SR County/Program Management positions include functions/responsibilities in other areas (2-3), please explain and provide a percentage for each in the narrative, as applicable.

School Readiness Program
County Coordination Funds
Budget By Line Item
(Also provide a budget narrative that addresses how the amount in each line item was derived)

County Commission:	Applying SR Program:			
	Amount of County Coordination Funds Budgeted			
Line Items	Program Year 1￼FY 06/07	Program Year 2￼FY 07/08	Program Year 3￼FY 08/09	Program Year 4￼FY 09/10
1. SR County/Program Management (e.g., operations, planning)	$50,000	$50,000	$50,000	$50,000
2. SR County/Program Services	$20,000	$20,000	$20,000	$20,000
3. SR County/Program Evaluation	$30,000	$30,000	$30,000	$30,000
TOTAL COUNTY COORDINATION BUDGET	$100,000	$100,000	$100,000	$100,000

The annual allocation of County Coordination Funds for the County Commission X is **$100,000.**

The annual line item budget break down is as follows:

1. SR County/Program Management   **$50,000***
County Coordination: One full time staff person to coordinate the County's SR Programs.

SR Program Coordinator   - salary and benefits $35,000
                                                                                        $5000
                                                                                        $40,000

Program Planning: $10,000 – The Continuous Improvement Committee including parents, meets
quarterly to assessment and improve program design.   Additional Technical assistance as needed
to SR program staff.

Needs assessment, program improvement, and quarterly meetings $2000
Ongoing technical assistance $8000
                                                                                        $10,000

2. **SR County/Program Services:** Offer age appropriate child development activities for children 0-5,
while parents attend CBET classes. This is targeted to families whose children have had no previous
early care and education experience.

Early Care Educator $15,000
Books, supplies $5000
                                                                                        $20,000*

3. **SR/County Program Evaluation:** $30,000 – Contract with a local evaluation company
that will include data entry.

Contract   **$30,000***

                                                           Total Annual Budget: $100,000

School Readiness Program (by SR Program at the application level)
Total Estimated Numbers to be Served

Please include information indicating the clients the SR Program plans to serve in each Fiscal Year of Cycle 2 SR Program funding by service area (served with State SR Program funds and local cash match funds). *NOTE: This information is consistent with Annual Report expectations. Annually each SR Program (by application) will report this client data by service. Estimated and actual numbers should be as close to unduplicated as possible and will assist First 5 California in establishing SR Program Maintenance of Effort during Cycle 2 of SR Program funding.*

Categories	Annual Numbers to be Served		
Population Served			
Children Less than 3			
Children 3 to Five Years			
Children (Ages Unknown)			
Parents/Guardians			
Providers			
TOTAL			
Ethnic Breakdown of Population Served	Children	Parents/ Guardians	Other Family Members
Alaska/American Indian			
Asian			
Black/African-American			
Hispanic/Latino			
Pacific Islander			
White			
Multiracial			
Other/Unknown			
Primary Language (Spoken in the Home)			
English			
Spanish			
Other (specify each)			
Unknown			
Children with Special Needs Served			
Children Less that 3			
Children 3 to Five Years			
Children (Ages Unknown)			

Service Level Certification
(For Cycle 1 Programs operating a 5th year and County Commissions contributing to the Small County Augmentation Project:
By signing this form, I certify that all prior service levels and program efforts will be maintained in the County's SR Program(s) during Fifth Year Programming (if applicable) and taking into account any fund reductions due to the Small County Augmentation Project (if applicable).
County Commission Executive Director_____ **Date**_____

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School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

Category Descriptions

- **Population Served:** Children, families, and/or service providers who participate in activities or receive services, including those that are family oriented, directly from program staff or volunteers. Population served includes, children (0 through 5), parents, other family members, and service providers receiving services. The number served should be an unduplicated count of the number of children, family members, and/or service providers served for a particular program. The population served should be an unduplicated count of participants that received that particular set of activities. If a participant received this service more than once, they should only be counted once.

- **Ethnicity of the population served:** The ethnic or racial category that best describes the program participant. The racial categories used are those included in the U.S. Census. In addition, the ethnic category "Latino" is used.

- **Primary language of population served:** The language predominantly or exclusively spoken at home.

- **Age:** The number of children who are being served either directly or indirectly (i.e., through services provided to parents/guardians and/or other family members), who are younger than 3 years, 3 years old up to their 6th birthday, or of unknown age.

- **Children with Special Needs:** For the SR Program's data collection and reporting purposes, children with special needs are defined as: children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age), children eligible for preschool special education and/or related services under Part B (619) of IDEA, and/or children with a mental health diagnosis (the First 5 California Special Needs Project uses a broader definition).

At the time of application, this form is used to estimate the population to be served. Census data is available by zip code and can be used to assist you in preparing this form. In the subsequent years, this form will be used as a report to help to determine if the SR program is on track and is fully operational.

School Readiness Program
Collaborators/Partners List

Name/Title	Agency and Address	Phone/Email	New Partner for Cycle 2 (Y or N?)	Providing Local Cash Match (Y or N?)

NOTE: Please attach an MOU/collaborative agreement for each partner listed.

School Readiness Program
Participating Schools List

Schools: Please list the names and CDS codes of all the schools included in the School Readiness Program/System. Each school should be a qualifying (i.e., high priority) school per RFF API Guidelines. (NOTE: First 5 California may use the first school listed on this form for the purpose of Application identification.)

CDS Code*	District and School	Enrollment	Grade Span	% students eligible to receive free or reduced-price meals	% enrolled students that are English Learners	Current API Score	New SR Site in Cycle 2? Y/N
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		

* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified 6110779 Bay Farm Elementary).

NOTE: Please attach an MOU/agreement for each school/school district listed.

FIRST 5 CALIFORNIA
School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

SCHOOL READINESS PROGRAM PROFILE

Briefly summarize the major elements of each School Readiness Program. These descriptions will appear on the First 5 California website and will be used for information and training purposes.

County Commission: Address: Phone: FAX:	School Readiness Program: Contact: Title: Street: City/Zip: Phone: FAX: E-Mail:

School District/School	Enrollment	Grades

School District/School	Enrollment	Grades

To list additional schools, please use an additional sheet.

Community Characteristics	
Services and Programs (List at least one for each of the Statewide Evaluation Result Areas)	
Collaborative Partners	

This form will be submitted annually with the progress report and all program updates.

SMALL COUNTY AUGMENTATION PROJECT (SCAP) CERTIFICATION

Please check the option that the County Commission has chosen for its participation in SCAP.

_____ Option 1. Reduce County Coordination Funds

I certify below that the County Commission will maintain prior service levels for its School Readiness Program(s) throughout Cycle 2 funding (Form 7) and has identified in the application response to this RFF, the estimated amount of County Coordination allocation per fiscal year to be redirected for the Small County Augmentation Project (Form 6).

_____ Option 2. Reduce State SR Program allocation that is not currently budgeted for use

I certify below that the County Commission has sufficient Cycle 2 SR Program funds available to meet its Small County Augmentation Project commitment AND certify that sufficient funds are available to maintain prior service levels or increased service levels as approved in the application response to this RFF, throughout Cycle 2 funding. The County Commission has identified on Form 5 the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project. (Attachment 9)

_____ Option 3. Reduce State SR Program allocation from one selected SR Program

I certify below that County Commission School Readiness Program (*please specify SR Program*) _____ has been selected as the SR program to participate in the Small County Augmentation Program. The County Commission agrees to submit annual fiscal reports that document the full restoration of SR funds to this program (using local cash match sources as defined in this RFF document), and certify the SR Program will maintain prior service levels or increased service levels as approved in the application response to this RFF (Form 7). The County Commission has identified on Form 5 the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project. The County Commission also understands that is this option is chosen, the second disbursement for the fiscal year will be reduced by the amount redirected for the Small County Augmentation Project. (Attachment 9)

County Commission Chair (PRINT)	**Signature**	**Date**

School Readiness Program
Request for Cycle 2 County Coordination Funds

Summary

	FY _____	FY _____	FY _____	FY _____
Total Received To Date				
Total Spent				
Remaining Balance				

Total Unspent County Coordination Funds $_____

Annual Request for Cycle 2 County Coordination Funds
FY_____

Please disburse $_____in School Readiness (SR) County Coordination Funds to the_____County Children and Families Commission for Fiscal Year_____. This amount equals our annual allocation for SR County Coordination Funds only, and does not include funds approved for School Readiness Matching Funds (CCFC SR Funds).

_____

Signature   Date

_____

Name

_____

County Commission Chair or Executive Director

Attachment 1
SR Development Process

A. Collaborate-sustain and grow a collaborative that engages families, formal and informal early care and education providers, health providers, district and school staff, child and family serving agencies, neighborhood organizations, businesses, colleges and universities, and others in activities (including financial development) and that contributes to school readiness;

B. Assess-build on current, local needs and assets assessment data to provide an updated assessment to be addressed by funded SR activities;

C. Choose Results-select highest priority, achievable long- and short-term results possible for young children, families, schools, and communities;

D. Implement-develop and execute effective, coordinated practices that are evidence-based and engage families in planning and leadership roles, as well as are responsive to and build upon family needs and strengths, respectively; and

E. Evaluate-analyze and assess local evaluation findings and re-tool accordingly, while fully participating in the designated Statewide Research and Evaluation Framework.

The diagram below demonstrates the recurring and cyclical nature of the SR Development Process as a continuous improvement process.

School Readiness Development Process

RE-ASSESS

A. Collaborate

F. Evaluate Results and Make Decisions

B. Assess Children, Families, Communities, and Schools Needs and Strengths

D. Implement Effective School Readiness Strategies (5 Essential Elements)

C. Choose Results

RE-FORM

RE-EVALUATE
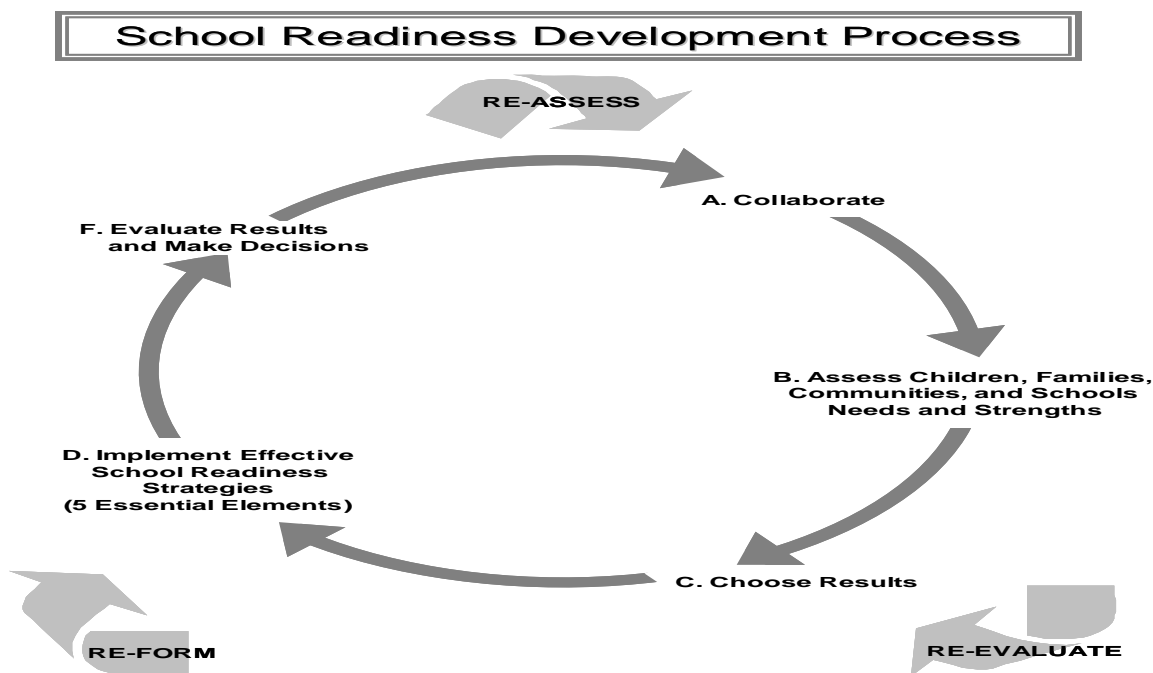
Attachment 2
Principles on Equity

Recognizing significant gaps and disparities in the provision of services for children and their families and as observed in educational, health and other outcomes, the State Commissioners adopted a resolution in November, 1999, demonstrating its commitment and leadership towards taking proactive steps to ensure that California children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation of Proposition 10. By the following summer (July 2000), the State Commissioners had established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity.

For Prop 10, diversity has been defined to be inclusive of children pre-natally to five years of age, regardless of immigration status, who:
- Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or
- Have disabilities and other special needs.

The Advisory Committee on Diversity is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs designed to help them reach their full potential and prepare them for positive educational and life experiences. To achieve this vision, it is critical that parents and other caregivers of children from diverse backgrounds and with diverse abilities have meaningful roles in the planning, delivery and evaluation of Prop 10 initiatives. When historically marginalized groups have a voice in shaping the systems that affect the lives of their children, we can expect cutting edge and powerful changes. The Advisory Committee on Diversity is confident that only through this increased level of involvement and system improvements will equity be achieved.

The Advisory Committee on Diversity determined at its second meeting (November 2000) that its work must begin with the development of Equity Principles, which were originally referred to as Diversity Principles. The State Commission is the primary audience for these Equity Principles; the principles will be used to guide their policy work and funding decisions. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. Although the Principles are not mandates, they can serve as guidelines to ensure that the programs and services established and supported by Prop 10 funds are both culturally and linguistically competent and inclusive in serving children with disabilities and other special needs. The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area. The Advisory Committee on Diversity feels strongly that the Equity Principles will be beneficial to the children and families served through local programs funded by the County Commissioners. The

Advisory Committee on Diversity firmly believes that through assuring backgrounds and with diverse abilities, the services for all children in California will be better served. We offer these Principles to assist the State Commission in fulfilling its commitment to all children and hope that others throughout California will also adopt them. There are four major components to the Diversity Principles:

1. Inclusive Governance and Participation
2. Access to Services
3. Legislative and Regulatory Mandates
4. Results-based Accountability

The Advisory Committee approved the Equity Principles on June 29, 2001. It is anticipated that the Committee will periodically review and update the Principles.

1. Inclusive Governance and Participation
Prop 10 recognizes that children develop within the context of their families and communities, and as such, it is essential that Prop 10 programs secure and obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds and with diverse abilities throughout all program development and implementation phases. Prop 10 programs should:

- Use culturally- and linguistically-appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities;

- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved so that they can have an equal voice in defining their needs and finding solutions;

- Use community organizations, both formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse groups;

- Promote and support the development of emerging parent and community leaders; and

- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives, which includes the grant criteria process, advisory groups and other committees.

2. Access to Services
To assure that children from diverse backgrounds and with diverse abilities have access to high quality and culturally competent early care and education/development opportunities as a critical means for achieving equity, Prop 10 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity;

- Use culturally and linguistically relevant methods of communication and community outreach, which include engaging respected community persons to promote messages;

- Assure that programs provide access to information, resources and support regarding their child's development, including strengths and needs for all families;

- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze disaggregated community demographic data (ethnicity, disabilities, language, age, socio-economic status, literacy levels, underinsured/uninsured rates, etc.). Use these assessment and data to establish priority
- desired results and to design program that will remove disparities and attain desired results;

- Provide information and support through culturally and linguistically responsive service providers and service providers who are knowledgeable about children with disabilities and other special needs and their families;

- Promote collaboration across disciplines, service delivery systems and communities. This includes implementation of a coordinated service delivery approach to young children, especially children with disabilities and other special needs and their families who are often served by a variety of agencies, programs, and service providers;

- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations (e.g., Braille, closed captioning);

- Schedule services in accordance with family needs and situations (work schedules, time of the year, language, transportation, etc.);

- Support programs that are individualized to address the cultural and linguistic diversity, as well as the range of ability levels and behavioral and learning styles that are representative of California's children and families;

- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families. Individualization of services and supports for all families are critical to actively support a child's learning experiences in natural environments to the maximum extent appropriate;

- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families;

- Demonstrate a commitment to promote a workforce that has skills, knowledge of, and reflective of the children and families being served, and a workforce that is knowledgeable about and supportive of children with disabilities and other special needs and their families;

- Demonstrate that staff who work with or on behalf of children and their families display a positive attitude about working with children with disabilities and special needs as well as children from culturally and linguistically diverse backgrounds; and

- Promote policies to assure training and technical assistance necessary to improve knowledge, attitudes and skills of all involved with the Commission and build their capacity to work within culturally and linguistically diverse communities, and serve as well as to work more effectively in serving the range of abilities, behavioral and learning
- styles that are representative of California's children.

3. Legislative and Regulatory Mandates

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Prop 10 programs should:

- Embrace the spirit of the law;

- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities;

- Inform parents of their rights and responsibilities as well as those of their children;

- Offer its services to all children and their families regardless of immigration status (California Children and Families Commission Resolution -June 24, 1999); and

- Be held accountable for their compliance with key laws and other related mandates, for example:

  o Title VI of the Civil Rights Act of 1964: requires linguistic access via qualified interpreters and translated materials at no cost to the individual;

- o Americans with Disabilities Act 1990 (ADA): prohibits discrimination on the basis of disability and promotes equal access, building modifications, hiring practices for persons with disabilities;
- o Language Access Laws, i.e., Dymally-Alatorre Bilingual Services Act (CA); imposes direct obligations state/local governmental agencies to provide appropriate translation services for languages spoken by 5% or more of population served;
- o Individuals with Disabilities Education Act (IDEA) establishes special education and coordinated, family centered service delivery systems for children with disabilities from birth through age 5 through several programs e.g., California's Early Start Program, California Department of Education's Preschool Special Education Program; and
- o Executive Order 13166: issued on August 11, 2000 to provide meaningful access to Limited English Proficient (LEP) individuals to federally assisted and federally conducted programs and activities.

4. Results-based Accountability

Prop 10 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities and thus should:

- ❑ Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy;

- ❑ Allocate sufficient resources to support accountability and evaluation activities;

- ❑ Use program planners, evaluators and other experts who are knowledgeable about children's differing abilities, and who are culturally competent in regards to the population(s) served in developing effective assessment and evaluation tools and methods;

- ❑ Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze community demographics (ethnicity, disabilities, language, age, socio-economic status, etc.);

- ❑ Assess regularly its inclusive governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development (planning, implementation and evaluation);

- ❑ Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served;

- ❑ Include questions on disabilities and other related issues in surveys and other evaluation and research tools/instruments;

❑ Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results;

❑ Recognize that accountability and results are crucial to ongoing advocacy and sustainability; and

❑ Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

Attachment 3
Adapted National Education Goals Panel SR Definition

A.   Children's readiness for school

    1. Physical well-being and motor development,

    2. Social and emotional development,

    3. Approaches to learning,

    4. Language development, and

    5. Cognition and general knowledge.

B.   Schools' readiness for children, and

C.   Family and community supports and services that contribute to children's readiness for school success.

All School Readiness efforts will address California's cultural and linguistic diversity, in addition to issues for children with disabilities and other special needs.

Attachment 4
'ESSENTIAL AND COORDINATED' ELEMENTS FOR SR

Each School Readiness Program (or System) must include, or link with, the following **'Essential and Coordinated Elements'** that support and align with the National Education Goal Panel's three components of 'school readiness.' The mix of services and supports within each element needs to be coordinated and/or developed by County Commissions and their partners, including families, schools and communities, to better deliver needed services and supports while building on the resources/assets of each community. All services and supports must be culturally and linguistically appropriate and sensitive to the needs of diverse populations including children with disabilities and other special needs.

Children's Readiness for School

1) Early Care and Education (ECE)
Includes practices that focus on school readiness goals for children such as ECE services, improved access to high quality ECE through referrals, information and outreach to parents and providers using practices that are culturally and linguistically appropriate and address the needs of children with disabilities, and improved implementation of effective practices through training for all types of ECE providers.

Family and Community Supports and Services

2) Parenting/Family Support
Includes services such as family literacy and language acquisition especially for non-native speakers, parent education, home visitation, employment development, and family court services.

3) Health and Social Services (also supports 'Children's Readiness for School')
Includes outreach services such as health plan enrollment, provision of and/or referral to basic health care including prenatal care and services for children with disabilities and other special needs, comprehensive screening and assessment, mental health counseling, nutrition services, oral health services, drug and alcohol counseling, child abuse prevention and intervention, and case management

Schools' Readiness for Children

4) School Capacity
Includes communication of Kindergarten standards, schools' outreach to parents of children birth to 5, early care and education and Kindergarten transition programs, language development, cross-training and shared curriculum and planning for early childhood educators/care providers and early elementary teachers, and seamless provision of health, social services, after-school programs, and other supports for children and families.

Overall Support

5) School Readiness Program Infrastructure and Administration
Includes long-term family involvement/leadership development, facility purchase and set-up, program/district/county coordination, administrative support, training and professional development, and transportation. Also includes program evaluation, fiscal accountability, and collaborative governance (including families and community members). (*NOTE: for consistency with the Statewide Research and Evaluation Framework and the revised Annual Report, activities related to this element will be included in Result Area 4-Improved Systems of Care, see RFF Page 11.*

Attachment 5
Schedule of Current & New SR Program Cycles

01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13

34 SR Programs

78 SR Programs

94 SR Programs

Cycle 2 Applications Due 4/3/06

Cycle 2 Applications Due 01/20/07

Cycle 2 Applications Due 01/20/08
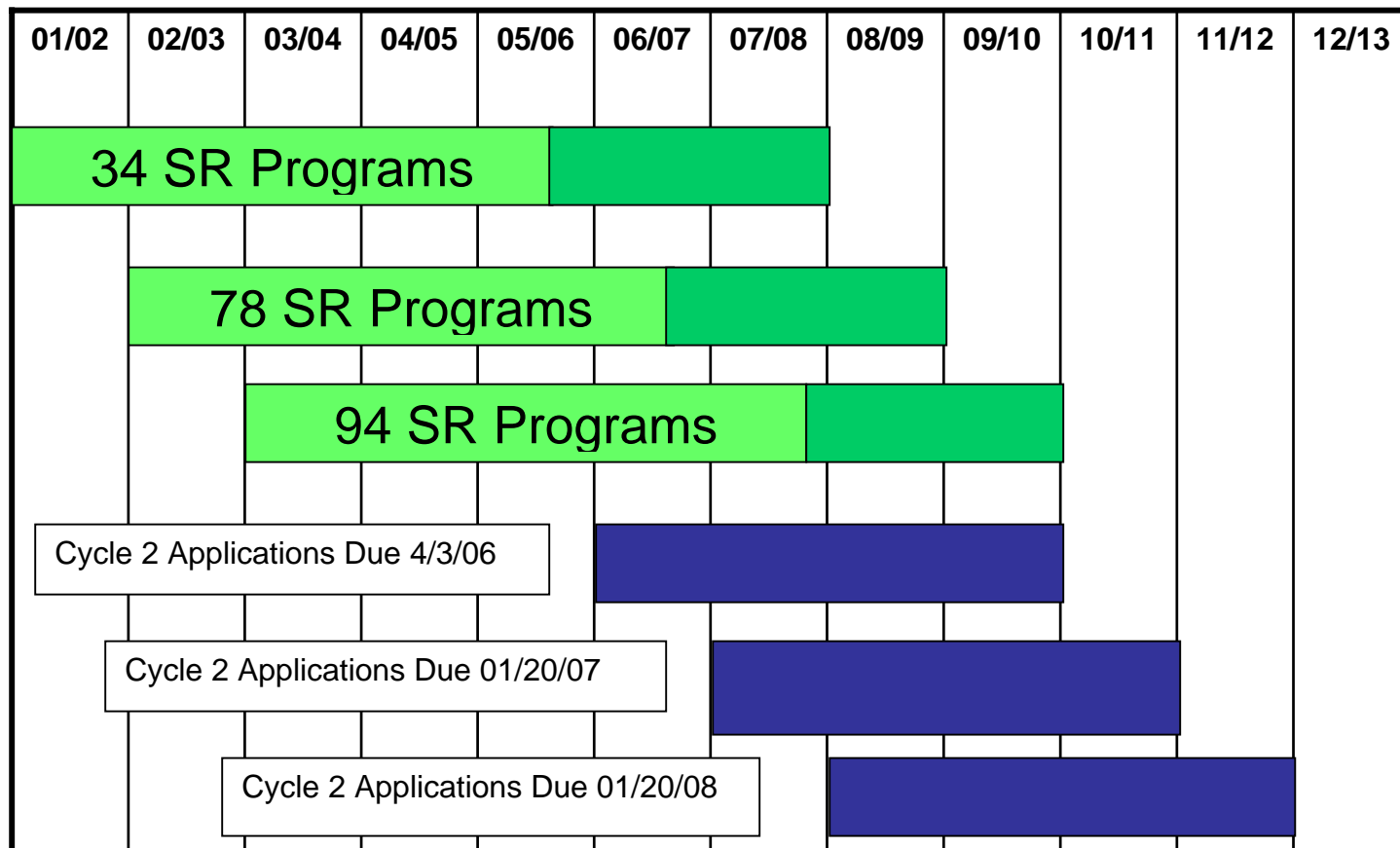
Attachment 6
Evidence-based Practices and Resources Chart

Result Area	Practices/Standards & Service Areas	Source & Contact Information	Technical Assistance Resources	Potential Partners & Resources
Improved Family Functioning Examples: Adult education (GED, ESL, & CBET); family literacy & language acquisition; employment development; family court services; parent/family leadership; counseling (mental health, drug & alcohol); child abuse prevention	**Standards & Self-Assessment Guide for PAT** **Service Area:** Targeted Intensive Parent Support Services	PAT www.parentsasteachers.org http://www.parentsasteachers.org/site/apps/s/content.asp?c=ekIRLcMZJxE&b=289389&ct=321675#qualitystandards		EDD http://www.edd.ca.gov/ Dual Language Programs DSS, Libraries Immigrant and Migrant Services PTA www.pta.org CAPTA www.capta.org/ Self-Sufficiency Standards for CA www.nedlc.org/cfess/cfess.htm Head Start's Designing Parenting Education Programs http://www.headstartinfo.org/publications/parenting_education/ Building SR Through Home Visitation (D. Gomby) http://www.ccfc.ca.gov/PDF/SRI/executive%20summary%20%20final.pdf
	The HIPPY Model **Service Area:** Targeted Intensive Parent Support Services	HIPPY USA www.hippyusa.org/		
	Draft Adult Education Standards **Service Area:** Other Family Functioning Support Services	CDE www.cde.ca.gov	CDE-Secondary, Post-Secondary, & Adult Leadership Division Jean Scott, Administrator Adult Education Office 916-322-2175	
	Touchpoints Model **Service Area:** Targeted Intensive Parent Support Services	Brazelton Touchpoints Center	www.touchpoints.org	

Please see Glossary of Acronyms, following this chart.

Result Area	-Practices/Standards -Service Area	Source & Contact Information	Technical Assistance Resources	Potential Partners & Resources
Improved Child Development Examples: High quality early learning; coordinated support services, training, information & outreach to parents/providers/ teachers	**Early Childhood Program Standards & Accreditation Performance Criteria** **Service Area:** Early Education Provider Programs	NAEYC www.naeyc.org/accreditation/next_era.asp	California AEYC 916-486-7750 http://www.caeyc.org Golden Hills: San Mateo AEYC www.sanmateoaeyc.org North Bay Chapter of the Southern California AEYC www.northbayscaeyc.org Orange County AEYC http://www.ocaeyc.org San Diego AEYC www.sandiegoaeyc.org San Francisco AEYC http://pages.sbcglobal.net/sfaeyc	CARES California Master Plan for Education Libraries CTA www.cta.org 21st CCLC Programs www.cde.ca.gov/ls/ba/cp/ After School Education & Safety Program www.cde.ca.gov/ls/ba/as/ Individuals with Disabilities Education Act http://www.ed.gov/policy/speced/guid/idea/idea2004.html or www.ideapractices.org West Ed http://www.wested.org/cs/we/print/docs/we/agency.htm KCET http://www.aplaceofourown.org/index.php

Improved Child Development (cont.)	Quality Standards for Accreditation and Accreditation Health & Safety Guidebook Service Area: Early Education Provider Program	NAFCC www.nafcc.org	NAFCC	Head Start http://www.headstartinfo.org State Center for Early Childhood Development www.uth.tmc.edu/circle California Preschool Instructional Network 707-664-3956 Map to Inclusive Child Care 760-471-3872 Center for Evidence-Based Practice: Young Children with Challenging Behavior www.challengingbehavior.org Center on the Social Emotional Foundations for Early Learning www.csefel.uiuc.edu Kindergarten Content & Performance Standards
	Desired Results System for Children & Families Service Area: Early Education Provider Programs	CDE www.cde.ca.gov	CDE-Child Development Division Barbara Metzuk, Project Monitor 916-323-1313 bmetzuk@cde.ca.gov	
	Pre-kindergarten Learning Guidelines & Development 0-5 Service Area: Early Education Provider Programs	California Master Plan for Education	Gail Brodie, Consultant 916-323-4861 gbrodie@cde.ca.gov	
	Pre-kindergarten Content Standards (in development) Service Area: Early Education Provider Programs			
	Early Language and Literacy Classroom Observation Toolkit Service Area: Early Education Provider Programs	Center for Children and Families http://ccf.edc.org/profdev/ellco.asp		California Department of Developmental Services, Early Start Program www.dds.ca.gov/EarlyStart/ESHome.cfm

Improved Child Development (cont.)	Early Childhood Environment Rating Scales (ECERS, ITERS, FDCRS, SACERS) **Service Area:** Early Education Provider Programs	Frank Porter Graham Child Development Center, University of North Carolina-Chapel Hill www.fpg.unc.edu/~ecers/	Frank Porter Graham Child Development Center	CDC, DHHS, Child Development www.cdc.gov/ncbddd/child
	Head Start Program Performance Standards and Other Regulations **Service Area:** Early Education Provider Programs	U.S. Department of Health and Human Services, Administration for Children and Families www.acf.hhs.gov/programs/hsb/performance/index.htm	U.S. Department of Health and Human Services	Chapel Hill Training Project, Inc. http://chtop.com HABLA www.socsci.uci.edu/habla/
	Infant/Toddler Curriculum Framework **Service Area:** Early Education Programs for Children	West Ed 415-289-2300		Early Childhood Outcomes Center www.the-ECO-center.org
	Program for Infant/Toddler Caregivers **Service Area:** Early Education Provider Programs	West Ed 415-289-2300		Georgetown University, Child and Human Development Exceptional Center www.gucchd.georgetown.edu
	First 5 Special Needs Project Screening Protocol and Tools	http://www.first5caspecialneeds.org/products_practices.htm#screening	http://www.first5caspecialneeds.org/products_practices.htm#screening	

Result Area	-Practices/Standards -Service Area	Source & Contact Information	Technical Assistance Resources	Potential Partners & Resources
Improved Health Examples: Health care/social service referrals & direct service provision; health plan enrollment/ medical home facilitation; screenings & assessments; nutrition & physical activity; oral health services; provider training & resources; home visitations for newborns	**Caring for Our Children** **National Health & Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs** **Service Area:** Other Health Services	AAP www.aap.org/bookstorepubs.html	AAP California Asthma Initiative www.dhs.ca.gov/ps/cdic/caphi/ default.htm UCLA-CHCFC www.healthychild.ucla.edu/ UCSF-CCHP www.ucsfchildcarehealth.org/ UC San Francisco, School of Nursing (Linkages Project) UC San Diego (Tobacco Cessation Help Line) 1-00-NO- BUTTS; www.nobutts.org First Smiles (Oral Health Project) http://www.cfoh.org/FirstSmile sTraining.htm	DHS www.dhs.ca.gov (CMS, MCAH, TCS, WIC) DSS www.dss.cahwnet.gov/cdssweb/default.htm (CWSR, CFSD) DMH www.dmh.ca.gov/default.asp DMH-MHSA www.dmh.ca.gov/MHSA/ -MCHB -National Resource Center for Health & Safety in Childcare http://nrc.uchsc.edu/ 800-KIDS-793 Phone Line for Parents

Improved Health (cont.)	Guidelines for Health Supervision of Infants, Children, & Adolescents **Service Area:** Other Health Services	Bright Futures Project Georgetown University www.brightfutures.org/bf2/about.html	Bright Futures Project Georgetown University National Center for Education in Maternal & Child Health www.ncemch.org/	Medi-Cal/Healthy Families www.dhs.ca.gov/mcs/medi-calhome/HFApp.htm California Health Interview Survey http://www.chis.ucla.edu/
	Considerations in Quality, Family Resource Development Center **Service Area:** Other Health Services	Strategies www.familyresourcecenters.net	Strategies NCBDDD www.cdc.gov/ncbddd/default.htm	APHA www.apha.org
	Healthy People 2010 **Service Area:** Other Health Services	US DHHS-ODPHP www.healthypeople.gov http://odphp.osophs.dhhs.gov/	US DHHS-ODPHP	HRSA-MCHB www.mchb.hrsa.gov NCMHIC-SN www.medicalhomeinfo.org/tools/index.html ECRII http://www.fpg.unc.edu/~ecrii/ Zero to Three www.zerotothree.org

| Improved Health (cont.) | Nurse Family Partnership/Nurse Home Visitation/David Olds Model

Service Area:
Home Visitation for Newborns | 1900 Grant Street, Suite 400, Denver, CO 80203
303-327-4240
Toll free: 866-864-5226F
Fax: 303-327-4260 | Nurse Family Partnership
http://www.nursefamilypartnership.org/content/index.cfm?fuseaction=showContent&contentID=138&navID=118 | Safe from the Start 916-322-2900 |
|---|---|---|---|---|
| | **California Childcare Health Program**

Service Area:
Other Health Services | www.ucsfchildcarehealth/org | UCSF School of Nursing
Abbey Alkon, Principal Investigator, 510-281-7912 | |
| | **Second Step**

Service Area:
Safety Education and Un/Intentional Injury Prevention | Committee For Children

http://www.cfchildren.org/ssf/ssf/ssindex/ | Committee for Children
800-634-4449 ext. 6223
568 First Avenue South, Suite 600, Seattle, WA 98104-2804 | |

Result Area	-Practices/Standards -Service Area	Source & Contact Information	Technical Assistance Resources	Potential Partners & Resources
Improved Systems of Care Examples: School-based or linked programs; facility development; interagency coordination; staff training development; evaluation & research; long-term family involvement/ leadership development & collaborative governance; fiscal accountability; Teacher cross-training & curriculum sharing; screening ordination; transition programming; communication of kindergarten standards; after-school programs; parent outreach	**Principles on Equity** **Service Area:** Community Strengthening Efforts	First 5 California www.ccfc.ca.gov/PDF/DiversityComm/EquityPrinciples.pdf	First 5 California First 5 County Commissions California Tomorrow http://www.californiatomorrow.org/	ABCD Initiative www.packard.org/pdf/abcd.pdf Healthy Start Evaluation Guidebook www.cde.ca.gov/ls/pf/hs/evalguidebook.asp SR Tool Kits www.healthychild.ucla.edu/first5careadiness/ Transition to School Resource http://www.healthychild.ucla.edu/First5CAReadiness/TransitionKindergarten/materials/TransitionBrief.2-24-04.pdf USDE No Child Left Behind www.ed.gov/nclb Improving America's Schools Act www.ed.gov/about/offices/litoese/legreg.html Research Forum on Children, Families, & the New Federalism www.researchforum.org
	Facility Licensing and Regulations **Service Area:** Service Outreach, Planning, Support, and Management	Title 5 and Title 22 www.calregs.com		
	First 5 Evaluation Framework **Service Area:** Program Management	First 5 California www.first5eval.com	First 5 California SRI International	
	Financial Management Guide **Service Area:** Program Management	GFOA http://www.f5ac.org/mguide/	GFOA First 5 Association	
	First 5 CA Audit Guide **Service Area:** Program Management	First 5 California http://www.ccfc.ca.gov/		

Improved Systems of Care (cont.)	California Education Code **Service Area:** School's Readiness for Children	CDE Standards & Frameworks www.cde.ca.gov/be/st/ CDE Child Development Programs www.cde.ca.gov/sp/cd/op/		California Tomorrow www.californiatomorrow.org
	Program Review Instrument for Systems Monitoring **Service Area:** Program Management	U.S. Department of Health and Human Services, Administration for Children and Families http://www.headstartinfo.org/pdf/PRISMGuide2004.pdf		California Master Plan for Education California State Board of Education www.cde.ca.gov/be/ CSBA www.csba.org EdSource www.edsource.org CAEYC www.caeyc.org County Offices of Education CCSSO www.ccsso.org Promising Practices Network http://www.promisingpractices.net/
	Title I Funding Guidelines **Service Area:** Program Management	USDE www.ed.gov/programs/titleiparta/index.html	CDE	
	Even Start Annual Program Performance Plan **Service Area:** Program Management	Even Start U.S. Department of Education www.ed.gov/about/reports/annual/2004plan/program.html	www.evenstart.org/	

Acronyms:

Acronym	Definition
21st CCLC	21st Century Community Learning Center
AAP	American Academy of Pediatrics
ABCD	Affordable Buildings for Children's Development
APHA	American Public Health Association
BIH	Black Infant Health
CAEYC	California Association for the Education of Young Children
CARES	Comprehensive Approaches to Raising Education Standards for the Early Learning Workforce
CAPTA	California PTA
CCHP	California Childcare Health Program
CCSSO	Council of Chief State School Officers
CDC	Centers for Disease Control
CDD	Child Development Division
CDE	California Department of Education
CFSD	Children and Family Services Division
CHCFC	Center for Healthier Children, Families & Communities
CMS	Children's Medical Services
CSBE	California State Board of Education
CSBA	California School Boards Association
CTA	California Teachers Association
CWSR	Child Welfare Services Redesign
DHS	Department of Health Services
DMH	Department of Mental Health
DOJ	Department of Justice
DSS	Department of Social Services
ECERS-R	Early Childhood Environment Rating Scale-Revised
ECRII	Early Childhood Research Inst. on Inclusion
EDD	Employment Development Department
FDCRS	Family Day Care Rating Scale
GFOA	Government Finance Officers Association
HABLA	Home-based Activities Building Language Acquisition
HIPPY	Home Instruction for Parents of Preschool Youngsters
HRSA	Health Resources and Services Administration
ITERS-R	Infant/Toddler Environment Rating Scale-Revised

Acronym	Definition
MCAH	Maternal, Child, and Adolescent Health
MCHB	Maternal and Child Health Bureau
NAEYC	National Association for the Education of Young Children
NAFCC	National Association of Family Child Care
NCBDDD	National Center on Birth Defects and Developmental Disabilities
NCMHIC-SN	National Center of Medical Home Initiatives for Children with Special Needs
PAT	Parents as Teachers
PTA	Parent Teacher Association
SACERS	School-Age Care Environment Rating Scale
TCS	Tobacco Control Section
USDE	United States Department of Education
US DHHS- ODPHP	United States Department of Health & Human Services--Office of Disease Prevention & Health Promotion
UCLA	University of California, Los Angeles
UCSF	University of California, San Francisco
WIC	Women, Infants, and Children

Attachment 7
Preliminary (2/1/06) School Readiness Menu of Outcomes and Indicators

Result Area #1 Improved Family Functioning   (Essential Elements: Parent/Family Support Services and Social Services)

Outcome	Service Area	Indicator	C. Data Sources* (this list is not exhaustive)
Families are self-sufficient.	Adult Education and Literacy for Parents	Number of parents participating in education, training, ESL classes, literacy, and/or General Equivalency Diploma (GED).	Client level intake data with 6-month follow-ups and at termination of services. Aggregated data will be reported to the State.
	Targeted Intensive Parent Support Services	Number of families who receive intensive support services through family resource centers in the School Readiness community (family resource centers, home visitation, school-linked services, etc.).	
Parents provide nurturing and positive emotional support to their children	Other Family Functioning Support Services	Parent's perception of their social support and density of social ties.	Client level intake data with 6-month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Behavioral and Mental Health Services	Number of mothers screened & referred for depression.	
	Behavioral and Mental Health Services	Number of children living with parents with untreated mental problems or alcohol substance abuse.	
	Other Family Functioning Support Services	Number of parents who report a sense of belonging to the neighborhood/community.	
Children live in home environments supportive of cognitive development.	Family Literacy Programs	Number of families who report reading or telling stories regularly to their children.	Client level intake data with 6-month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Targeted Intensive Parent Support Services, including Parenting Classes through Adult Ed.	Number of parents taking parenting classes focused on supporting child physical, cognitive, socio-emotional development.	
	Family Literacy Programs	Number of parents participating in family literacy programs.	

* These are based on SR program participant level data collected and used to report aggregate counts at the application level. The data must reflect children directly served by the program; available population data (i.e. zip code, county, regional, and/or state level) on these indicators will be identified and obtained by the State Evaluation contractor through the Center for Results.

			D. Data Sources*
Outcome	**Service Area**	**Indicator**	(this list is not exhaustive)

Result Area # 2 Improved Child Development (Essential Element: Early Care & Education Services)

Outcome	Service Area	Indicator	D. Data Sources* (this list is not exhaustive)
Children participate in early education programs.	Preschool for 3 and 4 Year Olds	Number of children ages 3-5 that regularly attend a nursery school, preschool, prekindergarten, or Head Start program by the time of Kindergarten entry.	Client level intake data with 6-month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Early Education Programs for Children	Number of children with special needs who participate in early childhood care and education programs.	
	Early Education Programs for Children	Number of eligible children enrolled in Early Head Start or another evidence-based infant/toddler program.	
	Early Education Programs for Children	Number of children ages 0-3 who participate in an evidence-based program delivered in the home, such as Parents as Teachers.	
Children receive early screening and intervention for developmental delays and other special needs. Note: Report on this outcome in Result Area 2 OR Result Area 3, but not in both.	Comprehensive Screening and Assessments	Number of children under age 3 who receive a comprehensive developmental screening within the last 6 months.	Client level intake data with 6- month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Comprehensive Screening and Assessments	Number of children over age 3 who receive a comprehensive developmental screening in the last 12 months.	
	Comprehensive Screening and Assessments	Number of children identified with disabilities/special needs who receive developmental services by the time of kindergarten entry.	

CONTINUED

* These are based on SR program participant level data collected and used to report aggregate counts at the application level. The data must reflect children directly served by the program; available population data (i.e. zip code, county, regional, and/or state level) on these indicators will be identified and obtained by the State Evaluation contractor through the Center for Results.

Result Area # 2 Improved Child Development (Essential Element: Early Care & Education Services) – continued			
Outcome	**Service Area**	**Indicator**	**E. Data Sources*** (this list is not exhaustive)
Children enter kindergarten ready for school.	Choose appropriate service area that is consistent with the strategies being used to address this outcome.	Number of children entering kindergarten ready in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development.	Child assessment by teachers and parent interviews (i.e. DRDP/MDRDP). Aggregated data will be reported to the State.
Children ages 0-5 are making developmental progress towards school readiness.	Choose appropriate service area that is consistent with the strategies being used to address this outcome.	Number of children making developmental progress in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development.	Child assessment by teachers and parent interviews (i.e. DRDP/MDRDP). Aggregated data will be reported to the State.
Children have access to high–quality early care and education.	Early Education Provider Programs	Number of licensed and accredited family child-care spaces per 100 children in SR catchment areas (counties without CARES funding only).	Survey programs to assess licensing status
	Early Education Provider Programs	Number of licensed and accredited centers per 100 children in SR catchment areas (counties without CARES funding only).	Survey programs to assess accreditation status
	Early Education Provider Programs	Number of providers with Bachelor's Degrees and 24 ECE units (counties without CARES funding only).	Survey programs to assess provider education status

* These are based on SR program participant level data collected and used to report aggregate counts at the application level. The data must reflect children directly served by the program; available population data (i.e. zip code, county, regional, and/or state level) on these indicators will be identified and obtained by the State Evaluation contractor through the Center for Results.

Result Area # 3 Improved Child Health (Essential Element: Health & Social Services)

Outcomes	Service Area	Indicators	Data Sources* (this list is not exhaustive)
Children have health insurance.	Health Access Health Access	Number of children 0-5 served by SR programs with health insurance (counties without State Health Access funding only). Number of children 0-5 served by SR programs with health, vision, and dental insurance (counties without State Health Access funding only).	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
Children receive preventive and ongoing regular health care (as recommended by the AAP).	Primary Care Services Primary Care Services Health Access	Number of children 0-5 who received the recommended number of well-baby and child checkups. Number of children 19-35 months who are fully immunized. Number of children with a regular medical home.	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
Children have good oral health.	Oral Health	Number of children 0-5 who received dental services in the past year (including screening & treatments).	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.

CONTINUED

* These are based on SR program participant level data collected and used to report aggregate counts at the application level. The data must reflect children directly served by the program; available population data (i.e. zip code, county, regional, and/or state level) on these indicators will be identified and obtained by the State Evaluation contractor through the Center for Results.

			F. Data Sources*
Outcome	**Service Area**	**Indicator**	(this list is not exhaustive)
Result Area # 3 Improved Child Health (Essential Element: Health & Social Services) -- continued			
Children receive early and comprehensive screening and intervention for developmental delays or other special needs. Note: Report on this outcome in Result Area 2 OR Result Area 3, but not in both.	Comprehensive Screening and Assessments	Number of children under age 3 who receive a comprehensive developmental screening within the last 6 months.	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Comprehensive Screening and Assessments	Number of children over age 3 who receive a comprehensive developmental screening in the last 12 months.	
	Comprehensive Screening and Assessments	Number of children identified with disabilities/special needs who receive developmental services by the time of kindergarten entry.	
Children are healthy and well nourished.	Nutrition and Fitness Education	Number of children 0-5 who are in the expected range of weight for their age and sex.	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Home Visitation for Newborns	Number of families served by home visitation programs that focus on postpartum and neonatal health.	
	Breastfeeding Assistance	Number of mothers who are breastfeeding at 6 months.	

* These are based on SR program participant level data collected and used to report aggregate counts at the application level. The data must reflect children directly served by the program; available population data (i.e. zip code, county, regional, and/or state level) on these indicators will be identified and obtained by the State Evaluation contractor through the Center for Results.

Result Area #4 Improved Systems of Care (Essential Elements: Schools' Readiness & Program Infrastructure, Administration, & Evaluation)

Outcome	Service Area	Indicator	Data Sources* (this list is not exhaustive)
Schools are ready for children. NOTE: It is recommended that counties report on one indicator for EACH outcome in Result Area 4.	Schools' Readiness for Children	Number of elementary schools with home to school transition plans that meet the criteria of the NEGP "ready schools."	**Annual survey of school personnel and parents.**
	Schools' Readiness for Children	Number of schools with procedures that facilitate continuity between early care and education programs and elementary schools as described by NEGP "ready schools"	Annual survey of school personnel and early care and education program staff
	Schools' Readiness for Children	Number of preschools with formal linkages to public schools and private elementary schools, child-care centers, home-visiting programs, and community resources.	Survey and assessment of the types of formal linkages (i.e. funding, training, co-located, joint planning etc.)
	Schools' Readiness for Children	Number of children who participate in school-linked transition practices that meet NEGP criteria.	Parent survey
Systems are ready for children and families. NOTE: It is recommended that counties report on one indicator for EACH outcome in Result Area 4.	Service Outreach, Planning, Support and Management	Number of participants reporting satisfaction with the content, quality, and family centeredness of services.	**Parent survey**
	Case/Care Management	Amount of time families have to wait between initial referral and receipt of services.	**Parent survey**
	Program Management	Number of instances of joint planning and decision making with other agencies.	**Survey and assessment of linkages with other agencies**

* These are based on SR program participant level data collected and used to report aggregate counts at the application level. The data must reflect children directly served by the program; available population data (i.e. zip code, county, regional, and/or state level) on these indicators will be identified and obtained by the State

Attachment 8
County SR Allocation Table

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION
Alameda	$1,624,889	$6,499,556	$400,000	$6,899,556
Alpine	$100,000	$400,000	$100,000	$500,000
Amador	$100,000	$400,000	$100,000	$500,000
Butte	$159,196	$636,784	$200,000	$836,784
Calaveras	$100,000	$400,000	$100,000	$500,000
Colusa	$100,000	$400,000	$100,000	$500,000
Contra Costa	$918,998	$3,675,992	$400,000	$4,075,992
Del Norte	$100,000	$400,000	$100,000	$500,000
El Dorado	$100,000	$400,000	$100,000	$500,000
Fresno	$1,665,172	$6,660,688	$400,000	$7,060,688
Glenn	$100,000	$400,000	$100,000	$500,000
Humboldt	$100,000	$400,000	$100,000	$500,000
Imperial	$168,061	$672,244	$200,000	$872,244
Inyo	$100,000	$400,000	$100,000	$500,000
Kern	$1,185,464	$4,741,856	$400,000	$5,141,856
Kings	$224,210	$896,840	$400,000	$1,296,840
Lake	$100,000	$400,000	$100,000	$500,000
Lassen	$100,000	$400,000	$100,000	$500,000
Los Angeles	$16,670,523	$66,682,092	$1,360,000	$68,042,092
Madera	$199,701	$798,804	$200,000	$998,804
Marin	$136,369	$545,476	$200,000	$745,476
Mariposa	$100,000	$400,000	$100,000	$500,000
Mendocino	$100,000	$400,000	$100,000	$500,000
Merced	$568,400	$2,273,600	$400,000	$2,673,600

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION
Modoc	$100,000	$400,000	$100,000	$500,000
Mono	$100,000	$400,000	$100,000	$500,000
Monterey	$813,554	$3,254,216	$400,000	$3,654,216
Napa	$100,000	$400,000	$100,000	$500,000
Nevada	$100,000	$400,000	$100,000	$500,000
Orange	$3,785,714	$15,142,856	$400,000	$15,542,856
Placer	$145,797	$583,188	$200,000	$783,188
Plumas	$100,000	$400,000	$100,000	$500,000
Riverside	$2,162,689	$8,650,756	$400,000	$9,050,756
Sacramento	$1,322,605	$5,290,420	$400,000	$5,690,420
San Benito	$100,000	$400,000	$100,000	$500,000
San Bernardino	$2,910,323	$11,641,292	$400,000	$12,041,292
San Diego	$2,771,826	$11,087,304	$400,000	$11,487,304
San Francisco	$520,998	$2,083,992	$400,000	$2,483,992
San Joaquin	$885,058	$3,540,232	$400,000	$3,940,232
San Luis Obispo	$119,303	$477,212	$200,000	$677,212
San Mateo	$602,861	$2,411,444	$400,000	$2,811,444
Santa Barbara	$479,565	$1,918,260	$400,000	$2,318,260
Santa Clara	$1,803,123	$7,212,492	$400,000	$7,612,492
Santa Cruz	$350,186	$1,400,744	$400,000	$1,800,744
Shasta	$100,000	$400,000	$100,000	$500,000
Sierra	$100,000	$400,000	$100,000	$500,000
Siskiyou	$100,000	$400,000	$100,000	$500,000
Solano	$380,788	$1,523,152	$400,000	$1,923,152
Sonoma	$325,873	$1,303,492	$400,000	$1,703,492
Stanislaus	$544,098	$2,176,392	$400,000	$2,576,392
Sutter	$100,000	$400,000	$100,000	$500,000

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION
Tehama	$100,000	$400,000	$100,000	$500,000
Trinity	$100,000	$400,000	$100,000	$500,000
Tulare	$837,292	$3,349,168	$400,000	$3,749,168
Tuolumne	$100,000	$400,000	$100,000	$500,000
Ventura	$799,345	$3,197,380	$400,000	$3,597,380
Yolo	$178,019	$712,076	$200,000	$912,076
Yuba	$100,000	$400,000	$100,000	$500,000
TOTALS	**$47,960,000**	**$191,840,000**	**$14,660,000**	**$206,500,000**

Attachment 9
Small County Augmentation Project County Funds Due

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION	FY 04/05 SMA Funds Due
Alameda	$1,624,889	$6,499,556	$400,000	$6,899,556	$28,395
Alpine	$100,000	$400,000	$100,000	$500,000	
Amador	$100,000	$400,000	$100,000	$500,000	
Butte	$159,196	$636,784	$200,000	$836,784	
Calaveras	$100,000	$400,000	$100,000	$500,000	
Colusa	$100,000	$400,000	$100,000	$500,000	
Contra Costa	$918,998	$3,675,992	$400,000	$4,075,992	$17,341
Del Norte	$100,000	$400,000	$100,000	$500,000	
El Dorado	$100,000	$400,000	$100,000	$500,000	
Fresno	$1,665,172	$6,660,688	$400,000	$7,060,688	$19,231
Glenn	$100,000	$400,000	$100,000	$500,000	
Humboldt	$100,000	$400,000	$100,000	$500,000	
Imperial	$168,061	$672,244	$200,000	$872,244	$3,467
Inyo	$100,000	$400,000	$100,000	$500,000	
Kern	$1,185,464	$4,741,856	$400,000	$5,141,856	$15,903
Kings	$224,210	$896,840	$400,000	$1,296,840	
Lake	$100,000	$400,000	$100,000	$500,000	
Lassen	$100,000	$400,000	$100,000	$500,000	
Los Angeles	$16,670,523	$66,682,092	$1,360,000	$68,042,092	$196,877
Madera	$199,701	$798,804	$200,000	$998,804	
Marin	$136,369	$545,476	$200,000	$745,476	$3,610
Mariposa	$100,000	$400,000	$100,000	$500,000	
Mendocino	$100,000	$400,000	$100,000	$500,000	
Merced	$568,400	$2,273,600	$400,000	$2,673,600	$5,249
Modoc	$100,000	$400,000	$100,000	$500,000	

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION	FY 04/05 SMA redirect
Mono	$100,000	$400,000	$100,000	$500,000	
Monterey	$813,554	$3,254,216	$400,000	$3,654,216	$9,272
Napa	$100,000	$400,000	$100,000	$500,000	
Nevada	$100,000	$400,000	$100,000	$500,000	
Orange	$3,785,714	$15,142,856	$400,000	$15,542,856	$58,342
Placer	$145,797	$583,188	$200,000	$783,188	$4,538
Plumas	$100,000	$400,000	$100,000	$500,000	
Riverside	$2,162,689	$8,650,756	$400,000	$9,050,756	$34,762
Sacramento	$1,322,605	$5,290,420	$400,000	$5,690,420	$25,062
San Benito	$100,000	$400,000	$100,000	$500,000	
San Bernardino	$2,910,323	$11,641,292	$400,000	$12,041,292	$38,676
San Diego	$2,771,826	$11,087,304	$400,000	$11,487,304	$57,241
San Francisco	$520,998	$2,083,992	$400,000	$2,483,992	$10,889
San Joaquin	$885,058	$3,540,232	$400,000	$3,940,232	$13,235
San Luis Obispo	$119,303	$477,212	$200,000	$677,212	
San Mateo	$602,861	$2,411,444	$400,000	$2,811,444	$13,142
Santa Barbara	$479,565	$1,918,260	$400,000	$2,318,260	$7,421
Santa Clara	$1,803,123	$7,212,492	$400,000	$7,612,492	$35,242
Santa Cruz	$350,186	$1,400,744	$400,000	$1,800,744	$4,342
Shasta	$100,000	$400,000	$100,000	$500,000	
Sierra	$100,000	$400,000	$100,000	$500,000	
Siskiyou	$100,000	$400,000	$100,000	$500,000	
Solano	$380,788	$1,523,152	$400,000	$1,923,152	$7,620
Sonoma	$325,873	$1,303,492	$400,000	$1,703,492	$7,396
Stanislaus	$544,098	$2,176,392	$400,000	$2,576,392	$10,327
Sutter	$100,000	$400,000	$100,000	$500,000	
Tehama	$100,000	$400,000	$100,000	$500,000	
Trinity	$100,000	$400,000	$100,000	$500,000	

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION	FY 04/05 SMA redirect
Tulare	$837,292	$3,349,168	$400,000	$3,749,168	$9,662
Tuolumne	$100,000	$400,000	$100,000	$500,000	
Ventura	$799,345	$3,197,380	$400,000	$3,597,380	$15,115
Yolo	$178,019	$712,076	$200,000	$912,076	$3,084
Yuba	$100,000	$400,000	$100,000	$500,000	
TOTAL	$47,960,000	$191,840,000	$14,660,000	$206,500,000	$655,441

Attachment 10
DRAFT (2/1/06) First 5 Annual Report Glossary

I. Result Areas and Service Areas

Result Area	Service Areas
Result Area 1: Improved Family Functioning (Family Support, Education and Services)	- Behavioral and Mental Health Services - Adult Education and Literacy for Parents - Family Literacy Programs - Community Resource and Referral - Distribution of Kit for New Parents - Provision of Basic Family Needs (Food, Clothes, Housing) - Targeted Intensive Parent Support Services, including Parenting Classes through Adult Ed. - Other Family Functioning Support Services
Result Area 2: Improved Child Development (Child Development Services)	- Preschool for 3 and 4 Year Olds - School Readiness Programs** - Comprehensive Screening and Assessments* - Targeted Intensive Intervention for Identified Special Needs* - Early Education Programs for Children (Other than School Readiness & Preschool for 3 & 4 year olds) - Early Education Provider Programs - Kindergarten Transition Services - Other Child Development Services
Result Area 3: Improved Health (Health Education and Services)	- Breastfeeding Assistance - Nutrition and Fitness Education - Other Health Education - Health Access - Home Visitation for Newborns - Oral Health - Prenatal Care - Primary Care Services (Immunizations, Well- Child Checkups) - Comprehensive Screening and Assessments* - Targeted Intensive Intervention for Identified Special Needs* - Safety Education and Intentional and Unintentional Injury Prevention - Specialty Medical Services - Tobacco Cessation Education and Treatment - Other Health Services
Result Area 4: Improved Systems of Care	- Service Outreach, Planning, Support and Management - Provider Capacity Building, Training & Support - Community Strengthening Efforts - Schools' Readiness for Children - Program Management - Case/Care Management Integration

*School Readiness Programs should report on these service areas in either Result Area, but not in both.
**Not applicable for School Readiness Program reporting and evaluation

FIRST5 CALIFORNIA
School Readiness Request for Funding, February 1, 2006
2006/2007, 2007/2008, and 2008/2009

II.   General Definitions

Program – ***For purposes of this reporting, a program refers to a specific service with a common objective funded and/or provided by a Commission and/or public or private agency funded with Proposition 10 dollars. For annual report purposes, programs are mapped to one or more of the Results and Services.***

Program Expenditures – Funds expended for those costs eligible under the established definition of program cost: "Costs incurred by local First 5 Commissions readily assignable to a program, grantee, contractor, or service provider (other than evaluation activities) and/or in the execution of direct service provision." Please refer to the First 5 Financial Management Guide for additional guidance relating to program costs and cost category delineation.

Result Area – An aggregation of program areas specifically designated to realize one of the four *Results to be Achieved*, as established at the inception of the First 5 initiative.

Service Area – A program or aggregation of programs of a particular purpose (e.g. address oral health issues in children) or designed to achieve the outcome detailed throughout the glossary.

Note: For guidance on how to assign programs to the appropriate program area, please see Part 2 of the Annual Report Instructions, pages 5 and 6.

III.   Result and Service Definitions

RESULT AREA 1: Improved Family Functioning (includes Family Support, Education, and Services)

***Behavioral, Alcohol and Other Mental Health Services* –** Providing behavioral and mental health services, including substance abuse services and treatment, and counseling and/or therapy for children or adult family members, including play, parent-child interaction approaches, child-abuse counseling and family therapy.

***Adult Education and Literacy for Parents* –** Programs that provide parents with education, training, ESL classes, literacy, and/or a General Equivalency Diploma (GED). Note: Adult Education parenting classes should be reported in Targeted Intensive Parent Support Services.

***Family Literacy Programs* –** Programs designed to increase the amount of reading that parents do with their children. Programs may include educating parents about the benefits of reading or looking through books and other written materials with children. May include adult literacy programs such as "Even Start," "Reach out and Read," "Raising a Reader," etc.

***Community Resource and Referral* –** Programs that provide referrals or service information about various community resources, such as medical facilities, counseling

programs, family resource centers, and other supports for families, for instance, 211 services or community resource reporting.

Note: If the major emphasis is resource and referral to a specific service(s), the cost and services should be linked to the specific service. This category should reflect services that are designed as a broad practice for linking families with community services.

Distribution of Kit for New Parents – Programs whose purpose is to provide and/or augment the First 5 California Kit for New Parents to new and expectant parents. This should include programs and services whose primary purpose is the distribution of kits to new parents (e.g. a hospital visitation program to new mothers). Those programs for which distributing new kits constitutes a component of a broader effort should be reported within that broader effort. (e.g. providing kits as part of a Home Visiting for Newborns program or a prenatal care program should be reported under those categories).

Provision of Basic Family Needs (Food, Clothing, Housing) – Programs that provide meals, groceries, or store certificates for food through programs such as food pantries; providing clothing; assisting families in obtaining emergency funding or household goods (e.g., major appliances) and assisting families find temporary or permanent housing and related case management services.

Targeted Intensive Parent Support Services Programs – Programs whose purpose is to provide intensive support services to families at risk including home visitation, parenting classes provided through Adult Education programs, groups, or other support opportunities for parents or expectant parents to increase knowledge and skills related to parenting and improved family functioning. Examples of topics include positive discipline, ways to cognitively stimulate infants and children, stages of child development, and infant care. Note: Parent education programs on a specific topic related to Early Childhood Development or Health should be included within that service area reporting, where appropriate.

Other Family Functioning Support Services – Other services for improved family functioning and any other areas that do not fall under the program areas listed below.

RESULT AREA 2: Improved Child Development (Child Development Services)

Preschool for 3 and 4 year-olds – Programs designed to expand the availability of preschool for three and four year-olds distinct from a comprehensive school readiness program. This would include funding slots within existing preschool settings, or funding specific preschool expansion efforts, or Power of Preschool programs or other programs in which the intensity and quality are similar to Power of Preschool criteria.

SCHOOL READINESS PROGRAMS – INCLUDES ALL STATE-FUNDED OR LOCALLY-FUNDED MATCH SERVICES FOR THE STATE COMMISSION'S SCHOOL READINESS INITIATIVE, DESIGNED TO IMPROVE CHILDREN'S READINESS FOR SCHOOL.

Comprehensive Screening and Assessments – Programs that provide screening and diagnostic services including behavioral, mental health, developmental and physical health. This includes screening programs that measure cognitive/intellectual functioning, language and communication skills, independent-living skills, social and emotional development, and perceptual/motor functioning to identify children who show developmental delays, determine the nature and extent of the problem, and recommend a course of treatment and care.

Targeted Intensive Intervention for Identified Special Needs – Programs designed for early intervention for children with special needs, pre-diagnosis and post-diagnosis. Examples include case coordination, targeted special services, and pre-assessment services.

Early Education Programs for Children (Other than School Readiness and Preschool for 3 and 4 year-olds as defined below) – Programs with the purpose of providing quality intensive educational activities and experiences for children intended to foster social, emotional, and intellectual growth and prepare them for further formal learning. Also to be included are formal activities that provide access to programs including subsidies.

Note: "Drop in," or short-term programs (e.g. Jump Start) should be noted under Other Child Development Programs.

Early Education Provider Programs – Training and educational services, supports, and funding to improve the quality of care and/or improve facilities. Examples include CARES, facility grants, supply grants, etc. directed at providers.

Kindergarten Transition Services – Programs that provide classes, home visits, camps, tours, or other activities designed to help children be more comfortable and accustomed to the learning environment, expectations, activities, and personnel of school when they enter kindergarten. This category also includes individual child learning plans and school-wide transition plans.

Other Child Development Services – Programs that provide child development services that do not fall into any of the categories listed above, for example "drop in" or short-term programs.

RESULT AREA 3: Improved Health (Health Education and Services)

Breast Feeding Assistance – Providing services and promoting the benefits of breastfeeding, including classes and individual support to women, families, employers, and the community on the benefits of breastfeeding.

Nutrition and Fitness Education – Programs whose purpose is to provide information and services about nutrition and fitness and obesity prevention. Examples include programs designed to teach the basic principles of healthful eating (including the basic food groups), food handling, and food preparation and shopping skills, vitamin and mineral requirements, and the relationship of nutrition to the preservation of good health (including obesity prevention and maintaining health during the pre and post natal period) and the prevention of illness.

Other Health Education – Programs whose purpose is to provide information and services about health, other than nutrition, fitness and obesity prevention (as defined above).

Health Access – Programs that assist families in obtaining enrollment in health insurance programs, ensure utilization of health services, retention strategies, premium payments or subsidies and includes state matching programs such as Healthy Families and Healthy Kids. This does not include treatment programs.

Home Visitation for Newborns – Programs designed to provide home visitation services intended to promote and monitor development of children ages 0-2.

Oral Health – Programs that provide dental screenings, checkups, cleanings, including preventative and acute treatments, education on prevention and preventative care, and related services. May include training for providers as well as for children and families.

Prenatal Care – Programs or services to promote healthy pregnancies and deliveries, including education, treatment, counseling, and other support services.

Primary Care Services (Immunizations, Well-child Check-ups) – Programs with the purpose of providing medical care services to children 0-5 including preventative, diagnostic, therapeutic, and curative care by a licensed healthcare professional.

Comprehensive Screening and Assessments – see definition in Result Area 2.

Targeted Intensive Intervention for Identified Special Needs – see definition in Result Area 2.

Safety Education and Intentional and Unintentional Injury Prevention – Education programs that provide information about child passenger safety, car safety when and how to dial 911, fire safety, water safety, increasing home safety (childproofing), not shaking babies, domestic violence prevention and unintentional /injury violence

prevention. Referrals to community resources that focus on these issues may also be included.

Specialty Medical Services – Programs and coordinated services that provide emergency and critical care services for children ages 0-5 who require specialty care or have any illnesses or injuries that require immediate, short-term intervention or other specialty care services such as for chronic childhood illnesses. This category also includes follow-up on medical conditions or concerns identified from health/developmental screenings, such as autism, ADHD, vision, or asthma.

Tobacco Cessation Education and Treatment – Programs with the purpose of providing services to educate participants on tobacco-related issues or to support participants in abstaining from using tobacco products, including providing information about why smoking is unhealthful, methods for quitting, and additional supports for tobacco cessation.

Other Health Services – Providing services centered on health education and services that do not fall into one of the categories listed above.

<u>RESULT AREA 4:</u> Improved Systems of Care

Service Outreach, Planning, Support and Management – Services provided by Commission contractors or Commission staff including any of the following activities: Program outreach and education other than that integral to specific service areas, services planning and coordination, program monitoring, technical assistance and support, support for interagency collaboration, support for services to diverse populations, oversight of service quality, contract administration, program database management, and program support and oversight activities. Costs that should NOT be included are: administrative costs and evaluation costs, as defined in the First 5 Financial Management Guide.

Provider Capacity Building, Training and Support – General training and support of providers to improve their capacity to participate and deliver services to families with young children. General training might include assistance with creation of a business plan, grant writing workshops, sustainability workshops, large community conferences or forums or other general topics not linked to a specific service delivery or program.

Community Strengthening Efforts – Community awareness and educational events on a specific early childhood topic or on broad awareness of the importance of early childhood development. This can also include workforce development activities such as AmeriCorps/Vista but exclusive of CARES, oral health and education for providers Activities may include community events, fair, and other venues for information distribution such as media campaigns or other public information activities. Civic engagement, advocating for policy changes or advocacy work may also be included.

Schools Readiness for Children – Services provided to promote the National Education Goals Panel (NEGP) Ten Keys to Ready Schools. Ready Schools: smooth the transition between home and school; strive for continuity between early care and education programs and elementary schools; help children learn and make sense of their complex and exciting world; are committed to the success of every child; are committed to the success of every teacher and every adult who interacts with children during the school day; introduce or expand approaches that have been shown to raise achievement; are learning organizations that alter practices and programs if they do not benefit children; serve children in communities; take responsibility for results; have strong leadership.

Case/Care Management – Intra- and cross-system coordination of services for children: identifying and attracting clients, intake and assessment, developing a coordinated service plan, advocating on behalf of the client(s) while brokering and linking different services together, implementing and monitoring service delivery, and continually evaluating and adjusting the service delivery plan while determining outcomes clients are or are not achieving.

IV.   PROVIDER DEFINITIONS

This relates to the type of provider that was responsible for providing this service to the intended population served. The provider may be the County Commission directly or an entity contracted with to provide services on its behalf.

Elementary Schools (P-6 K-6 or K-8) /Elementary School Districts – Public or private schools that serve students from kindergarten through eighth grade or a subset of those grades. These schools should be recognized as a State Department of Education accredited K-6 or K-8 school (or a subset of those grades).

County or State Educational Institutions – Any county or state entity that provides educational services at any level, exclusive of elementary schools. This would include departments of education, California Community Colleges, California State Universities or the University of California.

Community Based Agencies – An IRS recognized not for profit agency or collaborative of several agencies that are providers of health, educational or human services. These can include community-based agencies, family resource centers, a Regional Center, other non-profit organizations.

County Government Agency – An authorized County department or agency operating under the County governing structure, i.e., board of supervisors. Examples: County heath, social services or mental health agencies. County Offices of Education should be reported under County or State Educational Institutions rather than this category.

Other Government Agency – An authorized local, (such as city), state or federal agency. Examples: City community or social services agencies; local city branch library, city recreation program, federal office, etc.

Private Agencies/Institutions – Any private or for-profit institution. Examples: private colleges, consulting firms, for-profit providers or hospitals.

FIRST 5 COMMISSION –**COMMISSION IS IDENTIFIED AS THE SERVICE PROVIDED IF THE SERVICE IS DIRECTLY PROVIDED BY THE COMMISSION OF THE POPULATION SERVED. FOR EXAMPLE, IF THE COUNTY COMMISSION DIRECTLY HIRES PUBLIC HEALTH NURSES. THIS CATEGORY MAY ALSO BE USED FOR SERVICES UNDER RESULT AREA 4.**

V.   POPULATION SERVED DEFINITIONS

Children (ages 0 to 5; up to 6th birthday) **–** Children ages 0 to 5 who have not yet had their 6th birthday and receive services from a commission program.

Parents/guardians and Primary Caregivers **–** Parents /guardians and other adults who are acting as the primary caregiver for a child age 0-5. Parents and legal guardians are included in this definition, as are foster parents, grandparents, or other family members who serve as the primary caregivers for a child age 0-5.

Other family members **–** Other family members include siblings age 6 or older, and adults (other than service providers, defined below) who are not primary caregivers, but who participate with children in First 5 activities.

Providers – Health, social service, educational or other providers that provide services to pregnant women and/or to children ages 0-5 in the community, whose services promote the identified First 5 Result Areas, and who participate in First 5 training or support programs, in order to strengthen their capacity to better serve the First 5 target audience.

VI.   ETHNICITY DEFINITIONS

Alaska Native or American Indian
Asian
Black/African American
Hispanic/Latino
Pacific Islander
White
Multiracial
Other
Unknown

VII. LANGUAGE SPOKEN IN THE HOME DEFINITIONS

English
Spanish
Other
Unknown

VIII. AGE DEFINITIONS

Less than three years
3 to 5 years (up to 6th birthday)
Unknown

IX. SPECIAL NEEDS DEFINITIONS

Counties are requested to report the total number of children with special needs served during the fiscal year. Children with special needs are defined for reporting purposes as:

- Children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age)

- Children eligible for preschool special education and/or related services under Part B (619) of IDEA

- Children with a formal mental health diagnosis